To Be or Not To Be the Right Hiring Material – That is the Question
- A Discourse Analysis Regarding Recruitment and Ethnic Diversity with a Special Emphasis on the Romany Student Aid

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Sjätte terminen 2009
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Title: To be or not to be the right hiring material – that is the question
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Abstract
This study aims to investigate how principals in Stockholm as recruiters talk about the recruitment process and ethnic diversity and how these statements could affect the possibilities of a Romany acquiring a Student Aid position within the school in question. The statements will be interpreted through a discursive perspective inspired by Foucault and Laclau & Mouffe with a special focus on the power aspect and its consequences in terms of inclusion and exclusion. The result presents that defining the right and wrong person for the job is the central theme (nodal point) in the discourse were the Romanies are seen as just almost right as their competence mainly works as a complement to the existing work-force.

Nyckelord
Recruitment, Diversity, Romany, Discrimination, Student Aid, Labor Market, Discourse theory
Preface

We wish to thank our mentor Susanne Urban for her priceless advice throughout the process of writing this thesis. Thanks to her advice we were able to see the thesis in a different light and constantly challenge ourselves throughout the writing process.
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1. Introduction and Purpose of this Study

In the year of 1999 the Romany were recognized as one of five minorities in Sweden (DO, 2004). The term Romany was defined as “All individuals who consider themselves to be Romany and all of the Romany groups who the policies concerning Minorities include.” The need for such a policy was motivated by the fact that a lot of Romany felt that they were being ostracized from society, including (but not exclusively) from schools and the Labor Market. A survey directed to Romanies, constructed by DO, show that Swedes are, to a high or certain extent, hostile towards the Romany people and many Romany witness that they feel excluded from the Swedish society. A majority (55 percent) of the respondents in the survey state that the attitude in Sweden today towards the Romany is hostile or very hostile. (ibid)

The stereotypic image of the Romanies has been kept alive in Sweden from generation to generation within the structures of the majority society. (DO, 2004) The definition of who the Romany is has traditionally been a matter reserved for the majority; where the Romany themselves have had no, or very little, influence to alter the creation of a stereotypical image. Words like Gypsies and Tattare commonly define the Romanies in Sweden and the image describing them are often exotic and Romanynticized. (Rodell Olgac, 2006) During a long period of time the Romany were seen as a problem in society and very little efforts has been made to discuss the hampering of discrimination against the Romany or the implementation of Human Rights when it comes to the Romany. (ibid)

According to DO (2004) the Romanies has to no greater extent entered the Labor Market, as the Labor Market has not been successful in accepting or including them. This exclusion is the result of a massive and long-lasting discrimination against the Romanies in Sweden where the Romanies are often, confronted with the prevailing stereotypical view held by the members of the majority society.

A study conducted on a municipal level show that the municipal communities do not utilize the immigrants competence in the Labor Market and a pool in the Labor Force is thereby excluded from the Labor Market (SOU, 2005:56). This kind of conduct goes directly against the European Convention and Swedish Law against Discrimination.

Sweden adheres to the European Council’s Frame Convention for the Protection of National Minorities. The convention was created to, through National Legislation and appropriate policies, maintain and develop the Human Rights
and fundamental freedoms of the national minorities. (Europarådets ramkonvention om nationella minoriteter, 2002) The Government is obligated to facilitate good relations between the Nation’s majority and minority, with a special attention given to the particular circumstances surrounding the minority. (ibid, part 2, article 4, paragraph 2, 2002) The Swedish Law against Discrimination (Diskrimineringslagen, 2008) states that direct, as well as indirect, discrimination against a persons of a specific ethnic background; is forbidden.

**Direct Discrimination:** to disfavor somebody by treating them worse than somebody else is treated, has been treated, or would have been treated in a comparable situation(..) (1 chapter 4 § 1 point)

**Indirect Discrimination:** to disfavor somebody by imposing a regulation, a criteria or a practice that seems neutral (…) unless the regulation, criteria or practice has a legitimate purpose and the means used are necessary and indispensable to achieve that same purpose. (1 chapter 4 § 2 point)

The inspiration to our study was found on the website of the Green Party where we found information pressing the need for a study concerning newly graduated students with Romany background and their possibilities of being employed as a Student Aids in Stockholm. The need for such a study originates from a wish of the Green Party to evaluate a political investment made between the Municipal Board of Stockholm, the Quality Committee of the city of Stockholm, the Integration Committee and the Educational Committee who collaboratively created a vocational-school of Student Aids, especially for people of Romany descent in the year of 2004. This vocational school, divided into three two-year long programs aimed to facilitate employment of Romany Student Aids in schools within the city of Stockholm. (Hur blev det med anställningen, 2008) The need of Romany Student Aids is, in some areas, described as pressing as a significant part of the Romany children do not show for class and the employment of a Romany is believed to stimulate student participation. Not only can the employment of a Student Aids of Romany decent stimulate participation in school but aslo positively influence integration in society as a whole (DO, 2004). Not only is the employment of a Student Aid from a Romany background thought to provide a special ability in aiding children of the Romany community, the role of the Romany Student Aid, as a whole, is no different from any other Student Aid, that is; helping all students in need of help. It is therefore a misconception to consider the Romany Student Aids as a support system exclusively for children of Romany descent as the ability to communicate with individuals from a minority is merely an additional competence and does not mean that this is the only area of competence. M. Tan Marti. (Conversation 20th of March, 2009) Despite the realization of the above mentioned education and the pressing need for Romany Student Aid only a
small part of the Romany Student Aids received an employment within schools in Stockholm.

1.2. What this Thesis Includes and What it Excludes

Plenty of research has been conducted in relation to the “Recruitment and Diversity area” but not as much on the Romanies chances to be employed. The scarce amount of research within this area has traditionally had the focal point on the Romanies situation. (Hur blev det med anställningen, 2008) We wish to move this focal point from looking at the Romany and instead look at how the recruiters talk about diversity within the recruitment process. Scientists such as Neergarad and Höglund (SOU, 2006:60) both stress the need for studies focusing on, not the attitudes expressed by the minorities, but the attitudes expressed by the majority. The question is whether or not the attitudes expressed by the majority possibly affect the principals way of thinking and doing in a specific situation for example evaluating a person’s eligibility for a position. We can draw conclusions from single statements as language can be viewed as a social structure, where singles statements, put together, form a pattern of how we talk about a specific topic. (Lindgren, 2004) Our delimitation consists of focusing on a part of a discourse; the principals’ talk, and therefore exclude other sources within the discourse such as legal documents and newspapers.

The importance of shedding light on the majorities’ way of talking about diversity is further supported by the following paragraph from the “Law against Discrimination.” (2008).

*An Employer shall not discriminate an individual making an inquiry or looking for employment at the Employer.* (Chapter 2 1§ 2 dot)

*The Employer shall work toward providing equal opportunities to a person regardless of their sex, ethnic belonging, religion or other beliefs to people as they are applying for an available position*(Chapter 3 7§)

From a Human Resource point of view the fact that we are looking at the problem of exclusion from another angle makes this study an important contribution to the field of research. We are exploring an unexplored terrain not only by changing angles, but by applying a theoretical discourse theory to a case and collect empirical data to test the theories practical implications. In the on going discourse our study may add nuances to the discussion and in relation to previous studies.
1.3. Purpose of Study

This study aims to investigate how the principals, as recruiters, talk about the Recruitment Process and Ethnic Diversity and how these statements could affect the possibilities of a Romany to acquire a position as a Student Aid within the school in question.

The statements will be interpreted through the use of a discursive theory inspired by Foucault and Laclau & Mouffe were language is seen as a social construction. According to this perspective signs (words) are given meaning in relation to each other as some signs are included and others excluded in relation to a discourse. The signs form a cluster around a number of themes which in turn center around a grand theme called a nodal point. The nodal point is of special interest to us as signs and later themes give and are given meaning in relation to the nodal point. The nodal point is at the same time an empty and an all saying phenomenon as it needs to be connected to signs and themes in order to become meaningful. Locating the nodal point will reveal the essence of the discourse. We also aim to look at the distribution of power and its including and excluding effects on signs and themes.

1.4. Central Questions

1) What signs make up the anatomy of the discourse and more specifically around what nodal point do these signs circle?

2) What does the anatomy of the discourse tell us about Recruitment, Ethnic Diversity, Student Aids and Romany in terms of distribution of power and its including and excluding effects.

3) How could the talk about Recruitment, Ethnic Diversity and Student Aids affect Romanies and their possibility of being hired as a Student Aid?
2. Theoretical Framework

In order to analyse, discuss and draw conclusions from the collected data we will draw inspiration from a discursive theory in combination with the four aspects: Ethnic Diversity, Power, Inclusion and Exclusion on the Swedish Labor Market and Potential Discriminating Processes within the Recruitment Process.

2.1. Discourse Theory

There are many ways to define a discourse and hence many ways to conduct a discourse analysis but a common foundation for all discourse theories and methods is the assumption that one can only understand the world through language by categorizing signs. (Philips & Winther Jørgensen, 2002) Language is a tool used in order to categorize and give an understanding and meaning to the world around us. Meaning is a socially constructed creation and occurs within and between people and therefore it is not relevant to seek an objective description of the world nor is it relevant to discuss right and wrong (Wreder, 2005 ; Philips & Winther Jørgensen, 2002). For example; a chair exists in the real world but depending on the social context and interpreter it is given different meanings, for example if it is reserved for a king it will be a power symbol or if a toddler crawls up on it, it becomes a potential danger.

This thesis aims at presenting the anatomy of this socially constructed meaning and not on why this construction has the appearance that it has. It is therefore relevant to utilize theories containing the conceptual tools in order to identify the borders for the talk and what meanings they create. This thesis is inspired by Foucault's discourse theory based on three major reasons. The first one begins with that we aspire at focusing on the discourse of the majority and the potential link between that discourse and the hiring process. Foucault challenged the traditional way of presenting history through the eyes of the majority, where social segmentation was seen as natural and not up for discussion. By presenting history through the eyes of the minority Foucault exposed power aspects which had created this natural social segmentation and a system of superiors and inferiors. The definition of knowledge depends on who owns the definition. (Lindgren, 2007) The second major reason for being inspired by Foucault is based on the fact that we are looking at, not an entire (Documentation, Legal documents, Body Language etc.), but a part of a discourse (the talk among principals) and therefore found it suitable to look at how rather than why the talk forms a certain pattern. Foucauvian analysis aims at describing how the power presents itself by looking at verbal statements, words and theories which together constitutes a series of chosen articulated perceptions (signs) giving meaning to a certain phenomenon. (Lindgren, 2004)
A discourse is the verbal choices we make when defining a phenomenon, for example, what signs are included under the phenomenon “Hiring material” and what signs are excluded? The third reason for using Foucault as an inspiration is the academic ambition to create something new, rather than implementing a Grand Theory as we are testing a theory on a concrete situation. Foucault recommends looking at concrete situations and avoids the creation of Grand Theories which reduces everything to a phenomenon such as The Labor Markets Oppressive Force (Lindgren, 2004).

The testing of Foucault’s theories present two major challenges. The first challenge lies in testing Foucault's rather contradictory discursive theories and we therefore feel the need to apply a more unified theory. The second challenge lies in the fact that Foucault prescribes the use of a range of empirical material in order to reach a higher level of abstraction. We feel that our empirical material is limited since we are looking at a part of the discourse, and in addition we do not aspire higher level of abstraction. We believe there to be a need of a less abstract Foucaulvian discourse analysis. (Wreder, 2005) In order to maintain a unified presentation of the limited gathered material and one that is more applicable to an empirical study we will utilize two other sociologists and their ideas on a discursive theory and implementation. These sociologists are: Laclau and Mouffe.

Laclau and Mouffe are inspired by Foucault’s idea of a discourse as it renders meaning to the social reality around us. Lauclau and Mouffe are inspired by Foucault’s claim that a discourse can be seen as a power tool but more so focus on the struggle to own the right definition of knowledge regarding a phenomenon. Laclau and Mouffe further stresses that language is a process where in a social structure made up of superiors and inferiors occurs, (Lindgren, 2007) social phenomenon in the discourse are never finished or total and constantly negotiated in the daily life (Philips & Winther Jörgensen, 2002). In order to illustrate the negotiating part of the discourse we present an example with the individual without an occupation who could be described as free, unemployed or a mooch. (ibid) The verbal choices we make are not choices in the normal sense as they are affected by the current discourse and influence what a person could or could not say.(ibid) For example it may not be politically correct to refer to an unemployed as a mooch and therefore this description is avoided. What signs should and should not be included in the definition of a phenomenon are restricted and founded upon rules making communication comprehensible on one hand, but limited on the other hand since alternative interpretations are left out. (ibid) For example a stereotype is on one hand a comprehensible definition but on the other hand restrictive for the individual not in control of the discourse. Signs become closed to discussion and become taken for granted. Our thesis rests on the assumption that the principals take
some things for granted which leads to the exclusion of certain signs and themes in their statements regarding Recruitment and Diversity.

2.1.1. The Nodal Point
Laclau & Mouffe present different anchors which one can tie the principals talk around, these are nodal points. A discourse is constructed in a web of signs, which via articulation become temporarily fixed and forms a cluster of signs, a grand theme – or a nodal point. A nodal point is a grouping of themes but without the connected signs it becomes empty and meaningless. Nodal points are important to identify since all other signs are organized and given meaning through their relation to this cluster of signs (Philips & Winther Jørgensen, 2002) The signs which forms the themes can be a word which is used frequently in a statement and something which receives a meaning through its relation with other signs; for example the meaning of the sign hiring-material is directly related to the sign not hiring material. Through the process of fixating and relating to one and another signs of a discourse (as well as excluded signs) produce a sort of power related to inclusion and exclusion. A text analysis therefore entails identifying the nodal points which are expressed in the statements as they much determine which alternative is included and which is not. (Phillips & Winther Jørgensen 2002) In our case it is relevant to study how the signs in the statements relate to one and another and discuss the possible effects this might have on the Romany's possibilities of acquiring a position as a Student Aid.

2.2. Discourse and Diversity
The discussion regarding discourse and diversity starts with a discussion regarding the social creation of knowledge. Knowledge is according to Foucault closely tied to history and culture and there is no universal knowledge untouched by a social context. Foucault describes how different verbal patterns organize experiences and ideas to a defined system of knowledge. Foucault calls these patterns *episteme*. These epistemes contain, not only talk, but practices that is; actions regulated by rules, methods and procedures in discourses and finally: systems. (Lindgren, 2007) As mentioned previously in this thesis; these rules, norms and patterns become taken for granted and no longer up for discussion can lead to the prevention of diversity which is further supported by Nekby (SOU, 2006:60) whom points out that procedures taken for granted in an institution presents a hinder for members of a minority as their definition of knowledge is inferior to the majorities definition and hence including and excluding demands and procedures. The knowledge and the rules that are taken for granted are of importance for us when we analyse our data because this likely reveals areas in the discourse where there might be an opening for a different and more inclusive definition.
2.3. Discourse and Power

As mentioned under Discourse Theory Foucault claims rules of talking make communication comprehensible on one hand, but limited on the other hand since alternative interpretations are left out. (Phillips & Whinter Jörgensen, 2002) This entails further viewing a discourse as a form of regulated procedure of speaking which constitutes what topic, and in what way, this topic is discussed. (Lindgren, 2007; Engdahl & Larsson, 2006) The aim of the Foucaulvian analysis is to describe how the power presents itself first and foremost in concrete situations. Foucault’s view on power as something permeating all part of the societal body from government Labor Market law to a single recruiter in an organization. It is therefore just as interesting to investigate the realms of national government as well as a single principals reflexivity concerning Recruitment and Diversity. (Phillips & Whinter Jörgensen, 2002) Power is something individuals reproduce, transform and exchange. Power is not something one can own but something we keep alive in social systems. (Börjesson, 2003). We share this view on power and are hence not interested in finding scapegoats who are seen as creators of the power within a system.

Laclau and Mouffes, in accordance with Foucault concept of power, view power as something immanent and permeating the societal body. In addition to this definition they also view a discourse as a struggle over how some perceptions of concepts, for example Whites versus the Non-Whites where the Whites conquers over the Non-whites. The division of people into different categories beome a part of the hegemonic discourse and are finally viewed upon as natural and undisputed. (Philips & Winther Jörgensen, 2002; SOU, 2006:60) These natural and undisputed phenomena exist in the world but are meaningless until given meaning. Power comes into play as this meaning is controlled by a group (Lindgren, 2004, Phillips & Winther Jörgensen 2002), for example by the majority or recruiters.

In this thesis we wish to look at the statements of the principals and how this talk has the power to include and exclude other talk by ruling out alternatives to the prevailing meanings. We are thereby using a mix of Foucault’s and Laclau and Mouffè’s concept of power as we look at power as immanent within the discourse but also look at the struggle, not between discourses, but between concepts within the discourse.

2.3.1. Discourse and the Inclusion and Exclusion on the Swedish Labor Market

As presented above Foucault and Laclau & Mouffè have similar theories regarding the excluding and including processes in the Labor Market they claim
that the inclusion or exclusion of meanings is dependent on a particular form of power, verbal categorizations. Categorizations are a process through which Us and The others are created and judged. The concept The others is based upon perceptions about race and biological and/or cultural aspects. (SOU, 2006:60). Our study will focus on the majority and their possible creation of the others, in this case; the Romany. We regard the principals statements as being a part of the hegemonic discourse concerning Recruitment and Diversity. (Compare Laclau & Mouffes discussion on power).

Foucault’s thoughts regarding inclusion and exclusion circles around the relationship between the self’s ability to reflect upon oneself in relation to others and to the predominant current discourse. The hegemonic discourse does constitute the subject's ability to reflect upon oneself at a particular moment (Engdahl & Larsson, 2006; Lindgren, 2004). Foucault describes the difference between being a subject and an object as on one hand relating to oneself and on the other relating to a position within society for example; a recruiter. He means that our way of reflecting upon ourselves is contingent with a process of inclusion and exclusion where the subject is set apart from other subjects in society. This process of inclusion and exclusion does not mean that we as a subject are rendered powerless; the subject does have the power to define oneself as an I in a volunteer and active manner. For example a recruiter has a position as a recruiter in the society with defined structures but within these structures the recruiter has the leeway to act within these structures. We define a recruiters statements as a part of the knowledge base, and thereby the power, defined as legitimate in the current ongoing discourse. By controlling what is defined as the knowledge base one has the ability to form inclusive and exclusive fields, such as the Labor Markets’ field of employed and unemployed, and thereby the statements control the hegemonic stand-point within society (Lindgren, 2004) for example whom is considered Hiring Material.

2.3.2. Discourse and Potentially Discriminating Structures Within the Recruitment Process

In accordance with Foucault, the way we talk about Recruitment and Ethnicity might influence the practical procedures in dealing with the same. It is therefore important to present the possible practical implications of a discourse concerning Recruitment and Diversity.

A traditional perspective on recruitment is that it is possible to find the right man for the job. To recruit this person it is important to identify formal qualifications and personality traits of importance for the vacant occupation and then do a representative selection of candidates. The traditional steps in this process are according to Knocke et al (Retorik och praktik i
The problem with this traditional way of thinking is how to measure personality traits and to do an objective selection of the right man for the job. What appears to be a neutral rule of conduct might need some attention as it may unintentionally contribute to structural discrimination against a particular group. (SOU, 2005:56) One of these traits or abilities that are hard to define and measure, is social competence which makes it possible to brand the term culturally and hence facilitate exclusion and inclusion the hiring process. Knocke et al (Retorik och praktik i rekryteringsprocessen, 2003:4) defines social competence as social skills and individual characteristics that supports and facilitates the communication and interaction at the work place between co-workers, supervisors and clients/customers. The social skills are, on the contrary to individual skills, a skill which is learned during a person’s upbringing as for examples rules how to act in a given context. The skills are tied to the context and only make sense in there. Social skills that are learned in a different culture can be regarded as unfamiliar and divergent for those outside that given context. The term social competence is often defined as being Swedish as the skills are defined in the Swedish context. The recruiters has in this interaction of different contexts, the prerogative to interpret what is and what is not social competence; hence there is an asymmetric of power in the interaction. The definition of terms can as previously mentioned lead to exclusion and inclusion and the above is an example of that. There is a risk that social competence can be a required skill that unintentionally supports ethnic discrimination.
3. Previous Research within the Area of Interest

When conducting a discourse analysis the researcher has the choice to include Previous Research within the Area of Interest as a part of the discourse and analyse it as a part of the collected data. Another choice the researcher is faced with is to present the previous research as a means to position the study on a discursive map. By presenting the study in relation to other parts of the discourse the reader gets a sense of the relevance of the study in question. (Wreder, 2005) We chose the latter as we are looking at the transcribed statements and hence merely at one aspect of the discourse and we feel that in order to incorporate previous research as a part of the collected data, we needed to look at the entire discourse not merely a part of it.

3.1 A Fork in the Road

After a read through of scientific literary sources it is evident to us that, when it comes to discussing the relationship between the majority and the minority, there is a fork in the road between two point of views. One point of view focuses on the excluded and the other focuses on the excluding parties. Historically the first point of view, focusing on the excluded and their fitting in, has been the most predominating one. This perspective has been coined by Wrench (SOU, 2005:56) as the Blaming the Victim perspective as it focuses on the victim and not the perpetrator. Later, however, there has been a shift in this discourse moving away from focusing on the excluded parties and instead focusing on the excluding parties (SOU, 2006:60; Gräsrötsbyråkrati och normativ svenskhet, 2003; DO, 2004; SOU, 2005:56; IFAU, 2001:3)

3.2. The Majorities’ Perspective on Employability

Motivated by our own interest in the majority and the need to present an historically underrepresented perspective, we chose to focus on the statements of the excluding parties in the Labor Market. In the following section we present two themes, The Ethnification of Culture and Networks and Specific Qualifications, related to the majorities’ discourse. A discourse where the minorities interpretations are excluded from the discourse and might therefore render practical implementations as the minority is excluded from the Labor Market.

3.2.1. The Ethnification of Culture

The first theme concerns the attribution of a person’s behavior to the culture
from which that person originates. Culture is also given a socially constructed worth in comparison to the culture from which the excluding party is said to originate from (SOU, 2006:60). This creates a discourse of ethnic segmentation, always ongoing, where categorization and differentiation might lead to the exclusion of groups and individuals from the Labor market (SOU, 2006:79). An example of this phenomenon is presented in Neergaard's (SOU, 2006:60) study of Hiring Agents at the National Employment Agency where he concluded that culture was used to describe strange, different from normal, behavior. The Hiring Agents attributed the way the young immigrant job applicants acted to the ethnic group from which they were talked about as originated from. In his study Neergaard refers to the Hiring Agents as gatekeepers as they hold key positions within a company and therefore have the power to (intentionally or unintentionally) exclude certain groups from the Labor Market. The sociologist further investigated how the Hiring Agents describe current recruitment processes and their own part in this process with a focus on something he terms the Spill-over effect. The Spill-over effect entails that discrimination (intentionally or unintentionally) in one sector of the system can, unbeknownst to its originator; affect other sectors of the system. The way culture is viewed in one sector can therefore pose a problem, not only in that sector, but in several others. Ethnicities are by the Hiring Agents associate with different qualifications and they use this association to get a sense of the person behind the job application. (ibid)

The talk regarding ethnicities on the majority Labor Market created a segmentation within the Labor Market as terms become culturally branded. (SOU, 2006:60; SOU, 2005:56; SOU, 2006:59) An example of such a cultural branding of a term is the term Social Competence, which in all essence might be viewed as Swedish Competence and consequently something lacking the immigrant. This cultural branding creates invisible walls between the norm and non-norm were the norm creates a sense of what concepts should be included and excluded from, for example, the term Social Competence.

It is important to state that the process of associating qualifications with ethnicity is often based on implicit socially constructed knowledge and an unconscious decision, not a intentionally racist act. (ibid)

3.2.2. Networks and Qualifications

The second aspect concerns networks and qualifications (DO, 2004; SOU, 2006:60; SOU, 2005:56; IFAU, 2001:3) The Scientist Coverdill (SOU, 2006:60) studied recruitment via social networks and investigated the reasons why this form of recruitment is so commonly used. Coverdill found that recruitment via informal channels, such as social networks, is not only cost efficient as the position is filled fast, but also makes for a smoother integration within the work
place. There is a tendency to hire those similar to the existing workforce as it is believed that there will be less conflict and a smooth social adjustment. The tendency to recruit ones one peers through networks, both social and job related result in segmentation within the Labor Market as different persons are given different opportunities when it comes to being hired. The immigrants lack the same opportunities than native-born when it comes to informal recruitment channels as they do not have the same social and job related connections within the Labor Market in the same way as native born. (DO, 2004; SOU, 2006:79).

The bottom line is that the notion of the Labor Market as Meritocratic where success is based on objective merits alone, is erroneous. A similar idea is presented by Neergaard (SOU, 2006:60) as he claims that powerful actors operate on the Labor Market where they control laws, resources and positions within that field. Neergaard clams that merits alone cannot explain the segments within the Labor Market and state that an ostensivly neutral recruitment process could be covering up the structural segregation based on a majority-minority relationship. Lappalainen (SOU, 2005:56) is in compliance with Neergaard’s idea about the Labor Market as he claims that Immigrants at an earlier state in the recruitment process are sorted out leaving mostly Swedes to move on in the process. This ranking is based on the social construction of heritage, appearance, clothes and cultural differences. It is stated in a rapport published by DO (2004) that despite the fact 20 percent of the Romany does possess the required qualifications needed to fulfill the tasks of the announced job, they were still not hired.
4. General Conduct of the Study.

4.1. The General Conduct of the Study

In order to conduct this study we searched the internet for a company on which we could conduct the study. During our search we found a research proposition from the Green Party concerning the possible exclusion of newly-graduated Romany on the Labor Market. We sent in an application presenting a plan on how we would conduct the study and we were thereafter summoned to a meeting. The meeting started off with an interview where we and a representative from the Green Party, discussed the guidelines of the study. As a result of this meeting we were assigned to the project. The wish, as expressed by the Green Party was to use situation testing which could entail the practical testing of discrimination in a real life situation. This method was discarded by us as we found it ethically discussable.

In order to reach a direction for the study we started to collect literature and learn about the Romanies history in Sweden and we then moved on to reading about discrimination in Sweden. The processed literature regarding discrimination in Sweden, was mainly SOU-reports where the most recent studies were presented. The most common denomenator in the literature regarding the Romanies, is the consistent exclusion of them from the Swedish society. The Romanies are described in the literature as ostracized and existing on the outskirts of society. We discovered that research made regarding the Romanies were depicted from the point of view of the Romany and not from the majority society. The problem with this tendency is that when focusing on the Romany it makes it harder to question the majority and their possible responsibility regarding social segmentation. The focus of this study is therefore placed on the majority society and not on the Romany in an attempt to present a contribution to the previously disregarded perspective.

4.2. The Method of Analysis

The methodological inspiration of this study is drawn from Foucault’s and Laclau & Mouffe’s discourse theories where everything is a discourse and where one can analyse talk and text in order to find the borders of a certain discourse. The over-all aim of the analysis is to find meanings attributed to certain themes and locate a nodal point around which the power of inclusion and exclusion of certain statements within the discourse, centers. In order to analyse our talk and texts properly we conducted a commonly used method; that of interviewing (Bryman, 2002). When constructing the questions to our interview-guide it was important to keep in mind that we are not interested in the
principals as individuals but solely in their statements (Wreder, 2005). The interest in the statements motivated us to excluded questions often used to start off an interview with such as questions regarding the principals social status and professional background (Svensson, 1996).

4.3. Selection

We selected principals by locating phone numbers, found in the folder called “Att välja skola”, to principals at the elementary levels in Stockholm. Out of circa 290 principals we called 100 principals in different parts of Stockholm and asked for a 30 minutes long interview. Eighteen of them were interested but as we needed to be time conscious, the final selection ended at eight interviews in different parts of the city. The choice to conduct eight shorter interviews instead of two or three lengthier is in alignment with the purpose of the study as we wish to describe what the discourse looks like, not why it looks the way it looks. Collecting several statements could help us identify a pattern regarding words and their organization around themes and eventually around a nodal point. (Compare Philips & Winther Jörgensen, 2002). We wanted to get a selection of principals of different schools in different areas in Stockholm in order to meet the criterion of transferability (see Quality- Trustwortyness of this Study) as the study might then be transferable from individual schools to a larger selection of schools in Stockholm.

4.4. Conducting the Interviews

We chose to interview eight principals in order to relate their statements to one and another in order to locate a nodal point possibly containing the power of inclusion and exclusion. We read the interviews in private with no influence from one and another, several times in an attempt to find signs that appeared frequently. All of those were listed and then discussed to spot different and similar meanings of the signs. After further reading the statements were grouped into themes by us, first separately and then together, and thereafter we classified a grand theme, a nodal point. When the themes were set we gave an extra focus to notions that are overall taken for granted and what signs/themes are included and excluded in the statements and their relation to power.

In order to investigate the character of the statements we chose to use several types of questions in our interview guide such as probing, follow-up questions and indirect questions (Kvale, 1997). Probing was frequently used during our interviews as a tool in order to receive a concrete everyday life example of the stated. Follow-up questions such as just nodding or “mmm” was used by us in an attempt encourage the principal to keep on talking when something of interested for the central questions was presented. Indirect questions were often used when topics of a more sensitive character was brought forth, such as “This
image you used describe (the image of the Romany); would you imagine that this person would be hired by a colleague of yours? “We also used negative questions such as “What is not recruitment?” to get the principals to present statements in relation to positive questions “What is recruitment to you?” in an attempt to stake out the borders of the discourse.

The interviews were conducted through the use of a semi-structured design, where certain themes were pre-determined and subsequently placed in focus during the interview. The benefit when using semi-structured interviews is that the respondent has, unlike with structured interviews, the freedom to express themselves relatively freely when answering the questions, rendering thick descriptions for our analysis. Another design aspect in regards to the interviews was the choice to mix different kinds of questions, aiming to stake the borders of the discourse by creating a tension between what a theme it is and what it is not. This method proved fruitful but not to the extent that we had hoped since exemplifications, in some instances, were left out and we were left without a thick description. Eventhough lack of examples made it more difficult to analyse the meaning of the stated we were still able to draw conclusions based on the stated as we were able to spot contradictions and different levels of thickness and analyse their meaning. (Kvale, 1997; Gillham, 2005)

The interview guide was tested on two persons in order to see if our questions were relevant and non-threatening. The pilot indicated that the questions were indeed relevant to the purpose of the study and neither of the test persons felt that the questions targeted them as individuals. (Svensson, 1996)

4.5. Transcribing

Our interviews were recorded and then transcribed. The decision to record our interviews were based on the method of analysis were we want to explore a discourse and were certain expressions and phrases can be of importance. This expressions and phrases are easy to miss when merely taking notes during an interview (Bryman, 2002). The transcriptions focused on the verbal communication but non-verbal communication as movements of the hands and such were excluded. We chose to include pauses as they can be helpful in the interpretation of our material as a sign of thought or resistance, as some questions are of a sensitive nature.

4.6. Translating the Citations

The interview-guide and the interviews were written, respectively conducted, in Swedish and subsequently transcribed into Swedish. We chose to translate the citations needed for our result as we want our thesis to be accessible for a
greater public. The problem we encountered was the one of not maintaining the correct meaning of the stated and it was therefore necessary to translate not literally but sometimes choose another word giving the statement a more just representation. For instance in Swedish “Yes” does not always mean “Yes” but can also mean “Well” and this difference was important enough for us to justify altering the statement as the meaning of the statement had been lost had we not choose to change it. In some instances we also added the word “person” even though this word was implicit in the Swedish version, but leaving it out from the American version would have made the sentence hard to understand for the reader.
5. Quality – Trustworthiness of this Study

The discussion whether or not to use the quantitative terms of quality when evaluating qualitative studies has long been discussed among scientists (Bryman, 2002). Terms used in quantitative research such as validity and reliability is not banned from qualitative research studies, however the quality of a qualitative study lies in discussing the trustworthiness of a study rather than measuring its quality. Guba and Lincoln (in Bryman, 2002) claim that measuring quantitative studies entails generalization from a sample to a population and also the possibility to repeat the study at another point in time and end up with the same results. Using the term trustworthiness suggests that the study seeks to discuss different interpretations, not one absolute picture, of the socially constructed knowledge.

In order for the reader to assess the trustworthiness of this study we will present five part-criterion, developed by Lincoln and Gubas (Bryman, 2002). They are as follow: credibility, conformability, transferability, dependability, and relevance.

5.1. Credibility and Conformability

A qualitative study can be considered credible when different interpretations of the socially constructed knowledge is discussed since statements do not present the world as it is but merely is one out of many possible interpretations (Bryman, 2002; Patel & Davidsson, 2003) This can be done in a lot of different ways. We chose to try to increase the credibility of a our study through triangulation. Triangulation can entail the use of different sources and methods, but also entail conducting and analysing interviews separately. Triangulation is a method used in order to ensure that different perspective and interpretations are constantly brought to attention and used to question ones initial interpretations. (ibid) We chose the latter form of triangulation. To meet the terms of this form the most of the interviews were conducted by one of us single handedly without the presence of the other. The same method of conduct was applied when analysing our material were we separately categorized our material into themes and then compared the themes together. In total the themes were the same but with variations in one or two. We thereafter discussed possible interpretations and decided on the grand theme that was our nodal points. The way of treating the material separately and then discuss alternative interpretations also strengthens the criterion of conformability as it is important that the scientists have the intention to be as objective as possible when interpreting the results of the study and avoid letting personal opinions distort the material. (Bryman, 2002).
5.2. Transferability

As stated under “Credibility” there exists many different interpretations of the socially constructed world however the aim of a qualitative study is often to study a small group of people whom have something in common. This leaves the scientist with a single perspective dependent on the context and social knowledge base of that particular group. One question in particular arise from this predicament: how well the result of the study can be transferred to other similar settings and contexts? In contrast to a quantitative study transferability in qualitative research is not a question whether the results can or cannot be transferred to other contexts, but more a question concerning how rich or thick the results are described. The reader must be given a fair chance to assess and judge the possible implications in other similar settings and contexts. (Bryman, 2002; Patel & Davidsson, 2003). In order to meet the criterion of transferability it was important to us to have a wide selection of principals from different areas of Stockholm rather than a more concentrated selection, as this allows the reader to more easily assess whether the study might be transferable to the rest of the city. We think we succeeded to give the reader thick and rich description in the result and hence enable the reader to judge on transferability.

5.3. Dependability

Dependability is the criterion for a correct rendering of all phases within the process of research for example method of analysis and the conduct of interviews (Bryman, 2002; Patel & Davidsson, 2003). This is done through the method chapters and critical reflection in this thesis to provide the reader with information of the conduct of the study. Guba & Lincoln (Bryman, 2002) also advocate that the phases within the research process should be viewed by other scientist to increase the dependability. Our study has been viewed by our tutor and thereby increased the dependability of the research process.

5.4. Relevance

The relevance of a study should be based on the themes important within its area of research and what contribution it will leave within the area of research according to Hammersley (Bryman, 2002). As the subject of our thesis, recruitment and diversity with a special focus on Romany, has not been explored before from the point of view of the recruiters this study will shed light on the discourse and hopefully bring new knowledge to the field of the recruitment and diversity.
6. Ethical Considerations

The research conducted in the name of this thesis can in all right be regarded as a part of the investigated discourse. Possibly being a part of the discourse makes it essential not to further marginalize and stigmatize and already inferior group within society. In an attempt to not further stigmatize an already stigmatized group in society, we will therefore aspire to maintain an ethical approach based on the Research councils’ four main ethical demands: Information, approval, confidentiality and implementation.

6.1. Information

It is important to inform the participant of the general purpose of the study and hereby make it clear in what context their statements will be presented. By presenting the general purpose to the participant they are able to determine whether or not they are willing to be a part of the study. In accordance with this demand our study may not in any way inflict harm upon any of the participants. (Bryman, 2002; Research Council, 2009)

"(...) They shall hereby be informed that participation is voluntary and that they possess the right to abort their participation. The information shall include all the parts of the current investigation which reasonably affect their willingness to participate. (Research Council, 2009)

A lot contemplation on how we could satisfy this demand regarding the specific purpose of the study, has been made. The specific purpose of our study is on the Romany in relation to recruitment and diversity. The general purpose regarding recruitment and diversity was presented to the principals, but the angle regarding the Romany was not. Our ethical standpoints can be described as situational as the question concerning to what extent the participant should be informed must be decided in relation to the particular situation (Kvale, 1997).

6.2 Approval

The demand for approval entails that the participant have the right to, at any point, abort their participation in the study. The participant does not have to disclose any cause for their request to abort and the researcher is not allowed to try to persuade the participant into continuing. (Bryman, 2002) In our case it was important to honor this demand as our questions might be perceived as sensitive. We formulated a text which presented the general purpose of the study, it’s structural focus and the participant’s right not to answer any given question and/or abort the interview. (For more information, view appendix 2)
All participants were given time to read the text prior to the interview and if they approved they were asked to sign the paper, stating that they were aware of their rights. All of the participants chose to sign the paper.

"(...) They shall be able to abort their participation without suffering negative consequences (...) When making the decision whether or not to participate the individual must not be subjected to unwarranted pressure or persuasion. (Research Board, 2009)

6.3 Confidentiality

This demand is essential in this study as opinions may arise that can be perceived as ethically delicate such as statements regarding ethnicity. Yet again we wish to underline that the purpose of this study is not to identify anybody as the reason for exclusion or inclusion. The power to exclude is first and foremost seen as something immanent within a pattern, reproduced by individual, but nevertheless more so a part of the system. Since the individual is not the focal point of this study the principals names and schools were left out and hence the possibility of identification and negative reactions have been decreased. (Bryman, 2002) The participants will merely be referred to as Interview Person 1, 2, etcetera. When this thesis is done the interview material will be destroyed in order to preserve the confidentiality of the participants.

"All pieces of informations making it possible to identify persons shall be recorded, stored and reported in such a way that individual persons cannot be identified by outsiders. (...) This means that it shall not be possible for an outsider to have access to the data." (Research Council, 2009)

6.4 Implementation

The thesis will be used by the Green Party. We wish to stress that the design of the study is an independent production not dependent on the Green Party. Our study is inspired by a general wish, published by the Green Party on a site called (Exjobbstips, 2009), to investigate the Romany situation on the job market. The relationship between this study and the Party is formulated in a way that the Party does not have a say in what we produce, this study is entirely a product of ours. We are not economically compensated by the Green Party and the study is not intended to be used for commercial or non-scientific purposes. The study will, upon completion, be published on internet. Any interpretation made there on out is not to be regarded as our production. The Green Party will have access to the study via the internet and are, just as anybody else, free to interpret and form conclusions based on our study.
"Records on individual, collected with the intent to perform research, may not be used or lent for commercial purposes or other non-scientific purposes."
(Research Council, 2009)
7. Result and Analysis

The presented result aims to give the reader a sense of how the principals through their statements define what Recruitment, Ethnic diversity, Student Aid, Romany Student Aid and Romany entails; what signs are used to map out the territory of a given discourse and what signs are left out? The signs in the statements, implicitly or explicitly, express inclusion or exclusion of different meanings to the topics discussed within the discourse. The result part of this thesis aim to give an image of all the meanings ascribed to the themes and what pattern of meanings these create. (Phillips & Winther Jorgensen 2002)

7.1 Recruitment

Recruitment is rather unanimously described in the statements as an almost self-explanatory, logical process and also one involving feelings, however there is an ambiguous image concerning the involvement of feelings. When asked what recruitment is and is not the statements concerning logic correspond as recruitment is described as being a active thought process and non-recruitment as being a passive process. These signs in the discussion seems rather fixed and almost self-explanatory as the statements in general are kept short. In contrast, when asked what is and is not recruitment the statements regarding feelings do not correspond. When asked what recruitment is feelings are described as part of the process and when asked what recruitment is not – feelings are described as a part of this non-recruitment.

7.1.1 Recruitment is a Matter of the Head

Recruitment can be interpreted as a matter for the head as seven out of eight statements, explicitly or implicitly, describe recruitment as an active thought-process. This active thought process is a consequence of the need to acquire new work force upon expansion or replacement of current staff. Recruitment is also dependent on what type of organization the school wants to run, what the school is working on in combination with the managements’ ability to make the right selection. The focus as presented in the statements are on what the organization needs. The right staff is located by creating a demand profile, publishing an advertisement and turning to the National Employment Service.

(...) you have a need to get staff because we have expanded the organization or someone quit, and how we do. The few times we have done it we actually advertised in major daily newspapers. Sometimes too we have turned to the National Employment Service. (...) So that is, that is how we do it, usually an ad, we present ourselves(...). (IP 4)
(...) recruitment is when I need staff and advertise and collect applications, interview, references and finally end up with an offer to someone who says yes, this step marks the end of my recruitment. (IP5)

(...) I think about what should be stated in the ad, if there is something in particular I want to be included. Then I write and ad and publish it on AMS website. This is usually sufficient(...) we are fortunate and receive a lot of responses from my ads. (IP3)

Well, I’m thinking that recruitment of personnel is something, it is an important question since it is about circling in what we are looking for, what we need, what it is the organization needs, what this organization wants from this person(...)We have tried to describe what we wish this person to bring, bring knowledge if we are looking for a teacher for example. That the person have an education as a math teacher if this is what we are looking for. (..) (IP6)

The stories depict Recruitment as an active thought process corresponds with previously presented theories regarding the Recruitment process. (Retorik och praktik i rekryteringsprocessen, 2003:4) One could, since it is a matter for the head, expect a more standardized, step by step and a lengthier descriptions as Knocke et al. (Retorik och praktik i rekryteringsprocessen, 2003:4) claim that a majority of recruiters describe the process as containing a number of steps and decisions. In this case a number of steps and decisions have been left out by our participants, for example the steps concerning interviews. Not only were a number of steps excluded from the statements but also signs, which could perhaps be expected to come up in connection to the theme Diversity and Recruitment such as sex, age and ethnicity was left out from the statements. The exclusion of these signs can come to be viewed as undisputed and hence natural, unless questioned and brought up to discussion (Philips & Winther Jörgensen, 2002). This no needs to explain kind of way and the exclusion of sex, age and ethnicity indicates that the way we talk is subjected to power; a restraining force constituting which signs are allowed to be a part of the discourse and what signs are not (Philips & Winther Jörgensen, 2002).

7.1.2. Recruitment is Also a Matter of the Heart

Criterion for a suitable job applicant are not only a matter of the head but also a matter for the heart as social competence, in terms of personal suitability and the ability to speak flawless Swedish, is stressed in a majority of the statements as an important factor in the recruitment process. Personality traits are talked about as being the most important factor in order to receive a position but the statements do not include the talk of logical techniques when measuring personality against the demand-profile. The presented personality criterion are described as being located with the help of a sense or as one statement expresses
it: a gut feeling. All statements present one or more of the following signs when talking about the importance of personality: Fitting in, Able to work in a team, Easy to communicate with, Create a connection, Personal chemistry and Core values.

First of all that the person has the required competence for the job in question but also that this person has a personal bias, we very much look at how the person fits with the rest of the faculty already in place. (...) (IP4)

One tries to form an opinion about this person, who this person is. And also how this person thinks about people whom are different and children whom are different. (IP2)

You know when it comes to working with a group of children in one way or another then it is very important how the person feels, what kind of connection you get, if the person feels like he or she has a form of self awareness, recognition, empathetic, all that stuff and those are things one sits and feels during an interview pretty much. (IP5)

The signs: Fitting in, Able to work in a team, Easy to communicate with, Create a connection, Personal chemistry and Core values can be regarded as the equivalent to social competence. (Compare Knocke et al, 2003) Our results show that social competence is talked about as high up on the hierarchy of expectations, something supported by Knocke et al. (Retorik och praktik i rekryteringsprocessen, 2003:4) Fitting in and personal chemistry is not further explained and it seems, according to our results, hard to define the signs even when asked to exemplify. The fact that the presentation of signs such as fitting in and personal chemistry are rather superficial and not up for discussion could support the hypothesis that Social Competence is culturally connected. The notion of social competence might therefore become an arbitrary definition where non-Swedes are easily excluded.(SOU, 2006:60; Retorik och praktik i rekryteringsprocessen, 2003:4)

Yes, this thing about fitting in and being able to meet others. Social competence is for me about being able to read a situation and adjusting to it. (IP2)

(...) We cannot have a person whom enters and is far too cranky. At this school it is not possible to include someone whom does not know what manners entail, who maybe enters and does not remove his jacket ...you know these things – what one does matters too and how one dresses and how one looks and things like that. (IP4)

As for the ability to communicate in Swedish and speak flawless Swedish as a
Student Aid, was described in seven out of eight statements as being very important.

"The language becomes very important when it comes to working with children. We are very keen on the fact that one speaks a flawless and correct Swedish. (IP5)

When we hire it has a lot to do with language. I was thinking, before you got here, before this occasion you know: what would keep us from hiring somebody, and it always comes down to language. (IP2)

One statement presented another image concerning the ability to speak flawless Swedish as this skill was described as not so important, at least when working as a Student Aid.

Well, one can say like this that out here a lot of people work whom speak non-correct Swedish so I don’t think about it too much actually. Those who work with the students should have a reasonable correct Swedish, an accent does not matter too much – but reasonable, what to say, word-order and things like that, you know. (...) it depends a bit on what function one has of course (...) when it comes to Student Aids it matters a bit less than if you are supposed to work as a Swedish teacher. (IP1)

In similarity with the description of fitting in and personal chemistry seven out of eight statements, showed an inability to further exemplify the given notion regarding the importance of mastering the Swedish language. The importance, or lack of importance, to master the Swedish language stopped at a general level and no concrete everyday example was presented, even when asked to exemplify. This superficial way of describing the role of the Swedish language might indicate that the need for this skill is taken for granted in this discourse and something not up for discussion. According to Foucault the spoken language forms our social reality and hence culturally based knowledge (episteme). According to Foucault an episteme contains practices and procedures (Lindgren, 2007) and might have practical implications where the notion that language is essential in order to work within the schools creates a wall of unquestioned rules, norms and patterns of thinking (DO, 2004) which becomes very real when they might (un)intentionally excludes minorities from the Labor market. (SOU, 2006:60, Retorik och praktik i rekryteringsprocessen, 2003:4)
7.1.3. Recruitment is Not a Matter of the Head but Most Certainly a Matter of the Heart

When asked “What is not Recruitment?” two separate images emerge. The first image further strengthens that the notion that Recruitment entails an active though process as a majority of the statements described that when the head is left out of the process one cannot talk of a real recruitment. The statements describe non-recruitment as the re-hiring of previous employees in other areas of the city of Stockholm, for example abundant school personnel. From the theme Recruitment the statements also exclude short-term solutions such as the use of temporary staff and agency workers.

(...)I include a certain activity in the recruitment. That there is a process of thoughts ...(...) (IP2)

Mmm, it can happen, there are, temporary supply teachers, then you don’t have a recruitment process before you hire them. (IP5)

Yes, that is when one receives people whom you do not want, you know – I immediately think about this thing with abundance, a system which exists in Stockholm – which is a big city – there is, you know, once cutbacks happen there are left a few abundant and those are the ones you have to consider first, if you need a child attendant, for example then I have to employ those who are abundant first. (IP1)

The second image presents a more ambiguous image of the sign Recruitment as feelings are presented when asked what recruitment is, but when asked what is not Recruitment, two of the statements depict non-recruitment as a process relying on feelings.

You know, when it comes to recruitment, what you cannot get stuck on is when you feel that, it is easy that you want to keep it the way that it has always been, but you need to be open for, eh, first of all knowing what you want when it comes to quality academically speaking regardless if we are talking about the teacher level or the childcare taker level, but you know (...) even if you see that this person is not like everybody else, but this can be a complement to our team so that you don’t get stuck on the wrong things, that you don’t get stuck on for example – of course you get stuck on personalities, one does, cause a lot of it comes down to personalities too. A lot of it is about that these persons, in all situations, are a part of a team and of course personality matters, you can’t say that it does not, but one has to in all working situations be able to disregard a few things. (IP8)
Aah (pause) what it is not? Eehh (pause) I am going have to say that if you look at the question regarding Supply Teachers, we recruit via this way so to speak via the Supply Teacher Service and we can also have Supply Teachers whom we have used in the past so to speak, whom we then call. And this is more about the personality in question, you know, that they have worked in the past and we kept their names and call them. So, this is not the same kind of recruitment (...) (IP4)

The two separate images indicated that the notion of what recruitment is and is not is rather fixed with the exception when it comes to the talk about incorporating feelings in the process. This ambiguity when talking about the heart indicate that social competence (personal suitability and the ability to speak flawless Swedish) is not an undisputed matter. The borders to this part of the theme is still subjected to negotiations concerning its meaning.

7.2. Ethnic Diversity

When asked “What is ethnic diversity to you?” all of the statements expresses ethnic diversity in terms of the signs: a mix of people from different cultures and segregation when asked what it is not. As the signs are similar to one and another the borders outlining the theme Ethnic diversity is more or less negotiated and agreed a upon.

7.2.1. Ethnic Diversity is a Mix

When asked the question “What is ethnic diversity to you” all the statements in the principals talk, express ethnic diversity as being a mix of different people, groups, backgrounds and cultures. The principals describe ethnic diversity as a positive phenomenon as people from different cultures can work side by side which can be enriching for the schools. Four of the principals express the importance to offer people from other cultures, nations and religions the opportunity to land a job. Ethnic diversity is valued as an important component to bring into the schools as it produces knowledge instead of ignorance and opens up and understanding of different cultures.

Ethnic diversity, when people from different cultural backgrounds working side by side and are co-workers and I think this is very important and very enriching. (IP3)

Well, I think that in order for us to understand and one, we, yes everyone have prejudices about how one thinks in different cultures and because of this I think it is an advantage to have a mixed staff, that one should discuss and maintain knowledge and where one could perhaps downplay these prejudices and maintain knowledge instead of – ‘cause a lot of this has to do with ignorance
The choice to depict ethnic diversity as something positive and spontaneously disregard negative aspects (until asked to exemplify negative aspects under Student Aid) might strengthen the thesis by Laclau and Mouffé that some topics are included in the discourse and allowed to be talked about in a certain way and some excluded and off limits (Lindgren, 2007). It is possible that the principals are restricted by the fact that meaning and power is controlled by a group were signs and themes are connected to moral stands (Månson, 2004, Philips & Winther Jörgensen, 2002) such as ethnic diversity being something positive and only present plausible negative aspects when asked to do so.

### 7.2.2. Ethnic Diversity is Not Segregation

The answers regarding “What is *not* Ethnic diversity to you?” correspond in large with the answers to the question: “What *is* ethnic diversity to you?” as all of the subjects express one or more of the following signs: segregation, homogeneity and not being hired based on ethnicity.

> Well it is when you sort of segregate based on ethnicity, that you don’t, at all, accept the fact that people are different and that based on the ethnic part then. (IP1)

> You know I think that the problem in certain areas, mainly in our bigger cities in Sweden, lie in the fact that one live in a geographic area where there are a lot of Somalian and a few Swedes and they are oh so very Swedish and the Somalian are oh so very Somalian. And then there is no diversity, you know, for one does not mix with each other, no – it is this fruit salad, or how to put it, that you mix. (IP8)

> There is also a hidden, or so to say, embedded...maybe not segregation but where one stakes ones territory and mark that “you do not quite belong with us”, that one look to the outside instead of getting interested in “Aha, and how might you be?” “What do you work with?”, anything (...) that you would normally ask people you meet, not “Where do you come from?”. It is not that important you know, I could only imagine that if you are constantly met with the question: “Where do you come from?” then one does not exist, then you don’t see me. (IP1)

The statements regarding ethnic diversity also entails a verbal separation between Swede and non-Swede where the term Swedish in similar with the term Recruitment as the term is taken for granted and regarded as not necessary to no further exemplain through examples.
(...) they can be born in Sweden but have a different appearance, they look like somebody not considered as being Swedish but that doesn’t mean that one has, be interpreted as a different ethnicity because of this, being that it can be completely Swedish (...) (IP3)

The description of the immigrant is somewhat more vibrant but also rather superficial. It is interesting to see that it is possible to verbally separate the two groups without a more rich and tangible description.

The theme ethnic diversity is given its borders by using signs such as Swedish looking, Swede, Swedish parents and putting them in contrast to signs such as Very Somalian, other kinds, Other groups, Other cultures and He was from Irak, but spoke perfect Swedish and was educated in Sweden. The principals have through this categorization, and despite of the verbal exemplification of what a Swede really is: created a perception of us and the others which Foucault claims, is necessary in order to create a sense of self. (Lindgren, 2004) The choices we make in everyday talk creates a sense of understanding of the surroundings as it gives a meaning to phenomenon such as Swede and Non-Swede. Included in this understanding is also a hierarchy between the definitions which in turn creates a social knowledge structure made for norms and non-norms; superiors and inferiors. (Laclau & Mouffé, according to Lindgren, 2007) Whether the Swede is the norm and the immigrant the non-norm can be debated, however there seems to be a contradiction regarding viewing Ethnic Diversity and the use of non-Swedish languages which might create a hierarchy where Swedish language is regarded as the superior and other languages inferior in order to work within the schools. The contradiction is found between statements regarding Ethnic diversity, which is a portrait as something positive and the use of other languages than Swedish (see “Recruitment is a matter for the heart”) as something negative and subsequently shutting out the immigrants that could not speak flawless Swedish. Mixing people is fine, but then they have to master the Swedish language in order to work in the schools. It is interesting to see that it seems to be possible to describe the over-all phenomenon Ethnic diversity as positive and a bit later in the interview verbally shut the door for those who do not speak flawless Swedish to this possibility as the mastering of the Swedish language is stressed. These statements seems to be uttered without the awareness that they might in fact contradict one and another and possibly hinder the implementation of Ethnic diversity.
7.3. Student Aid

The statements express a unified image of the Student Aid as they present signs such as Student Aids are uneducated and non-pedagogues, Student Aids are a thing of the past. There is a separation between a Swedish Student Aid and a Romany student Aid as they are seen as carriers of particular cultures. Although person and culture is over-all regarded as being tied together there is some reluctance to connecting person and culture especially when it comes to the immigrant. Despite this ambiguity the borders regarding the definition of the theme Student Aid are rather clear as the Student Aid is given meaning in relation to their lack of education, carriers of culture and being obsolete.

7.3.1. Student Aids are Uneducated, Non-Pedagogues and a Thing of the Past

The Student Aids are, by a majority of the principals, described as being uneducated and non-pedagogues. The statements descriptions of the fact that Student Aids lack education results in the principals talk about looking for other professionals or look at other qualifications such as references.

Positions such as Student Aids, Special ed. Assistants we do have, they are about the equivalent to a Child taker, well we can say like this: In Stockholm today very little of this kind of staff is hired since one wants to follow the curriculum and acquire pedagogically educated staff so most of the recruitment is about positions among teachers, kindergarten, after-school pedagogues. (IP2)

Well, this is a bit tricky, you might get different answers, there are perhaps schools whom still hire a lot of student assistants but I, in our Student Care Team we often discuss this and a Student Aid is often just a temporary support for the child and nor really a help in the child's further development. A Student Aid is often young and relatively uneducated and the child is often one of the most difficult children in the school. It is a bit crazy to put together a young inexperienced person with one of the most difficult children, it is better to involve more pedagogues. (IP5)

I would not say it is a demand (to have an education) but I would write that it is good that one has an education regarding working with youth. It can be a little different, it does not have to be, now I said After-School pedagogues and social pedagogue since those are the two I might consider (...) If somebody is applying and have a broad experience and very good references that can be just as important (...) perhaps especially when it comes to a Student Aid, one does not become a Student Aid because I mean there is no real occasional school, one does not become a Student Aid in anyway so in this case I would broaden my
search, but when it comes to math teachers it is more (...) then that’s what I am looking for. (IP 4)

The statements further presents an image of the importance of having certain personal qualifications when working as a Student Aid.

“Student Aids, (...) the most important thing there is the persons view on kids, how you view them, you know this thing usually referred to as core values. Which shows itself in the way one acts when a child is behaving badly in different ways (...) in that moment it is important that one has a good attitude towards the kids and like kids and that one tries in a calm and pedagogical way and refrain from yelling and shaking (...) this (core values) is the most important thing so to say. Of course education is a way to complement this competence of course, (...) one can extend the things one carries, but if you have an erroneous attitude from the get go, then I don’t believe any education. (IP1)

Well, you know often it is so that one cannot actually have too high of an expectation when it comes to Student Aids since they do not have the education that is takes, that is something that the special pedagogues and special Ed teachers often possess, the specific pieces of knowledge, but you know a person whom feels open, is susceptible to guidance and willing to do a bit of extra reading, get extra time to study working with children. (IP4)

And of course when it comes to working with children then it is very important that if somebody enters whom you feel, no – this person will not work together with children – then of course I say no thank you. (IP5)

Knocke et al (Retorik och praktik i rekryteringsprocessen, 2003:4) claims that both education and personal qualifications traditionally are important factors in the demand-profile which corresponds with our results as the principals express a similar view. Not only does the principals express the importance of finding educated and experienced staff but they also emphasis the importance if possessing the right attitude and core-values. It is uncertain whether the notion of Student Aids as uneducated creates an emphasis on other qualifications such as personal fit, but they do appear at the same time. What is clear is that the statements regarding Student Aids present an image of them as being uneducated, non-pedagogues and their personal fit is regarded as very important. As presented under “Recruitment is a matter for the heart” social competence might be culturally connected and this might leave an opening for arbitrary decisions when talking about recruiting a Non-Swedish Student Aid. (Compare Nekby in SOU, 2006:60 ; Retorik och praktik i rekryteringsprocessen, 2003:4)
7.3.2. Student Aids, Romany Student Aids and Cultural Competence

When asked the question what pros and cons are considered related to hiring a Swedish Student Aid versus a Romany Student Aid when the class contains fifty percent Swedish students and fifty percent Romany Students the statements, in most cases, presented a unified image of the Swedish Student Aids and Romany Student Aids. The Student Aids were talked about as important in relation to their respective cultural competence. Swedish Student Aids and Romany Student Aid are described as having the advantage of being a role model for all children as well as acting as a link to the Swedish culture and the Romany culture. A lot of the statements expressed that the cultural competence was indeed a great resource and something positive especially for the Romany as they might be a counter-part to the Swedish staff within the school.

Well, I think that I would say that it would be good with somebody with a Romany background, ehm, partially since I believe, or think like this that the majority of us at this school do not have that background so if you can create an understanding of culture and such – this is how I would think (IP4)

(...) they can meet those students in another way, a better way perhaps and they might very well have the Swedish baggage as they might have lived in Sweden for a long time and know Swedes. (IP6)

And I presume that the teacher is Swedish, well in that case it would be an advantage to have a Romany Student Aid, partially as a grown-up counter part (...) and for the kids a Romany Student Aid might have the possible beneficial effect so to say that it would be an advantage for the Romany children to see that there is an adult to whom I have a connection and the Swedish children could see that Romany are not only children – but there are grown-up Romany whom have a grown-up role. (IP8)

The down part with the Swedish one is that they do not properly understand half of the class’ culture. Some perhaps do not want to learn and think that if you live here you need to adjust and the down part about the Romany one can be the other way around, they understand half of the class and feel that, no – the other half needs to adjust. Perhaps this is dependent on where you were raised and whether or not one masters the language. (IP7)

Even though Swedish Student Aids and Romany Student Aids are both seen as carriers of different cultures, the Romany is more so, than the Swede, seen as a complement to the existing Swedish work-force which is evident since as soon as the Romany children are out of the picture, so is the Romany Student Aid.

(...) to hire a new after-school pedagogue, but of course when it comes to ethnic
origins and such that if you need to bring something forth one might consider this – but we don’t have to since we are already so mixed. (IP8)

Oi, this was difficult. To understand, one talk about cultural competence sometimes, you know to understand the children's’ way of thinking and I think that is very important and then if you take a person who does not understand either or... I mean it depends – what is this person supposed to be doing in this positions? What task, does it matter whether or not one chooses a person from Romany background of if you hire somebody else, eh. I mean the chances of hiring somebody with a Romany background is substantially higher in such class than in any of our classes. (IP2)

The connection between person (Romany) and culture (non-Swedish) might hereby be perceived as an undisputed issue however there also seems to be a reluctance among the principals statements when associating a person with a particular culture. Some of the subjects further express an ambiguity in their talk about personal trait and cultural competence as they sometimes connect the two and sometimes differentiates between the two. An example of this kind of talk is in one statement core values are described as not being culturally biased but later this principal states that there is indeed a connection between culture and restrictions.

Researcher: So this thing about core values you spoke of earlier is nothing which is connected to a particular culture?

Principal: No, no, I have not seen any tendencies towards that actually the so to speak these core values can present itself in different ways, I think about this current discussion regarding girls whom are not allowed to do things, there one can say that culture expresses itself through some core values, but this is not anyway particularly frequent.

Another example of this ambiguity is that another statement describe the person and competence as being more important than cultural background, however later in the interview the same principal give voice to how culture affects ones actions and might enrich the workforce. Interpreted from a Foucaulvian point of view the statements attempt to separate the subject (the person) and the object (the immigrant). This attempted to separate the two can be interpreted as change in the discourse were the alternative way of verbally separating person from culture (the immigrant) is entering the discussion. However this attempt at presenting a different interpretation on knowledge are still so immanent as the statements contradicts each other. (Lindgren, 2004) These exceptions are not strong enough to exclude that, as previously presented Recruitment is a matter of the heart and as a Student Aid (a member of the staff), it is important to
possess social competence (personal fit and Swedish language). When studying these statements an image of the social competence as culturally hinged further emerges as the social competence of the Romany is set apart from the Swedish and very culturally connected (Retorik och praktik i rekryteringsprocessen, 2003:4)

7.4. The Romany

The statements regarding the Romany both depict an image of the Romany which might be labeled prejudice and one image where the principals through their talk express an awareness of this biased image of the Romany. When it comes to the possibility for the Romany to get a position as a Student Aid within the school there is a chance if they master the Swedish language and the principals’ colleges can look beyond their prejudices.

7.4.1. The Romany is met by Prejudice and Ostracised

When asked to verbally express what comes to mind when asked “What do you think about when you hear the word Romany”, a majority of the principals’ statements entailed signs which can be divided into three categories: culture, appearance and current social/legal status. Signs making up these categories are: strong culture that prevents inclusion in the Swedish society, Gypsy, long skirts, exposed group, ostracized and met by a lot of prejudices.

Mm, then I think about when one said Gipsy, I am reckoning. People who have a hard time becoming a part of the Swedish society because we are so difficult. In addition I very often see women mostly older and younger with big skirts, layer upon layer, yes – often beautiful people, creative I believe. A people whom do not have their own land as I have understood it. (IP6)

Then I think about, the thing that first comes to mind is probably a very exposed group of people, I might also have prejudices against them, but I think that they have a culture which in my experience, they maintain vigorously and then I think that they, that it can be very difficult to enter into Swedish society and I think it is a shame. (IP5)

There needs more knowledge of course. I believe that a lot of people still think, there are a lot of myths still surrounding the Romany, that they are thieves and hide things under their big skirts when they enter stores. I think that a lot is still alive and well. A lot of the Romany are extremely talented and ambitious. I know a teacher at a High School who says they are excellent, want a lot and such things. Yes, there is simply a need of a more acceptant society, to give them a chance, but it is deeply ingrained. (IP4)
As presented under the theme Student Aid, the signs portrait an image of prejudices as still being current in the discourse, although not held by the principals in question. The prejudice signs can be compared to the creation of an object in a Foucaulvian sense. As a person is described as an object, and not as a subject, this affects the persons relation to the power and knowledge base as an object becomes an It and not an I in the discourse. (Engdahl & Larsson 2006; Lindgren, 2004) However this does not mean that the prejudice views stand unchallenged. Our result indicated that the statements also possess a form of power, resistance against this image, as this rather non dynamic image of the Romany is challenged in the statements. (Compare Foucault and power)

7.4.2. The Romany is Not Different, but still Talked about Using Prejudice Statements

When asked “What do you not think about when you hear the word Romany?” all but two statements presented that they did not think about signs such as my everyday life, permanent residence, no differences and not a negative image, not ostracized. The rest of the answerers were no different from if the question had still been “What do you think about when you hear the word Romany?” and could in similarity with the previous question be categorized into appearance and culture. There is an effort made in these answers as some of the statements try to normalize the Romany and describe them as not different from the Swedes when they state that they are not different and hold regular jobs.

Well, I think about Romany in general, in a wider remark since within that group there are a lot of differences. Everything I do believe. I am not so knowledgeable when it comes to the Romany (...) it depends a bit on where they are from and in that case how much they stress their own culture against the Swedish so to speak. I think it is very hard to say what a Romany is.(IP7)

Today I no longer think of them as an isolated and ostracised group, even though I know that they are (...) they are still badly integrated into our society, but I don’t think about them in this regard any more (...) before we had some Romany students at this school and it has been very exciting, but they have been very ordinary families, you know, nothing strange, or what might catch your eye is that the women (...) have the traditional clothing, and then you have to tell the children that this is how one dresses(...) (IP2)

They do emphasis their uniqueness you know, but then there are always those whom you don’t know are Romany.IP1)

The principals whom describe the Romanies as not different from the Swedes present an image where they express that they think about everything, does not think about them as excluded and isolated, permanent residents and hold regular
jobs.

(...) the majority hold regular jobs and lives, are just as everyone else but maybe have their cultural parts – but that has everyone else as well: Arabs and Germans and swedes (...) (IP8)

However these statements also include signs which could be labeled as prejudice. We seem to have located a starting point where the verbal image of the Romany is being challenged but the borders have still not hardened and the statements therefore tend to slide back into the normal tracks. Social phenomenon are never finished or total and therefore it is not surprising to us to find contradictions in the statements way of talking about this theme (Philips & Winther Jörgensen, 2002). There are rules of talking about an object that are defined by the system of knowledge and the hegemonic group (Foucault and Laclau and Mouffe according to Lindgren, 2007). The principals seem to struggle to follow these rules as the rules for the theme Romany has not been established which is proven by the fact that the Romany is ostracized and met by prejudice but then are portrayed as not ostracized and excluded.

7.4.3. The Romanies Possibility of being Hired as Expressed in the Discourse

A majority of the statements expressed three different believes regarding the probability that Romany would be hired as a Student Aid given certain prerequisites (see Recruitment is a matter for the heart and Student Aid). The first belief, which also includes the Swedish Student Aids, is that they will be hired as a carriers of a special competence and complement to the existing workforce.

The chances of hiring somebody with a Romany background is substantially bigger in a class like that (the class in the question) than in our classes (...) if nobody has this kind of cultural background then I think one would hire this person. (IP3)

The second belief is that they would be hired given the fact that the Romanies speak correct Swedish.

I think that you would prioritize the language skills if the person had a foreign background, speaks flawless Swedish, then I think this person would have a great advantage, but if the person lacks the ability to speak flawless Swedish then the other person has the advantage. (IP5)

An interesting view that came across was that the principals would themselves hire a Romany but at the same time expressed doubt whether a colleague would or would not hire a Romany. This ambiguity is based on the assumption that
Well I think it is prejudice, I can imagine. It, if there is one group that are prejudices about – and I am surely not free from them either- then it is the Romany I think, a lot more than many other groups. So, it would be that then, that you don’t really trust that it is a person which could manage the job, in some aspect (...) (IP7)

The statements regarding the possibility for a Romany to acquire a position within the school presents two different images. The first image includes an overall hinder, which relates to all Student Aids is the fact that they are viewed as a thing of the past. The Romany is welcomed as a carrier of a special cultural competence, not an overall social competence, and for bringing ethnic diversity into the schools. The notion that the Romanies might lack, respectively being the carriers of something different, could affect their possibility of being hired under equal terms. The second image presented is that there is an awareness regarding prejudices against the Romany and their legal/social situations. This awareness gives us a hope to believe that the discourse maybe is about to change and thereby possibly increase the chances for the Romany to acquire a position within the schools. As gatekeepers the principals are not merely subjected to the forces of the discourse but also hold the power to change and redefine what is to be included and excluded from the discourse and the socially constructed knowledge base. (Philips & Winther Jörgensen, 2002; Lindgren, 2004; SOU, 2006:60)
8. Discussion and Proposals for Further Research

Our aim with this thesis has been to investigate how the themes, Recruitment, Ethnic Diversity, Student Aid and Romany are constructed through the talk in the discourse. Our aim was also to investigate what nodal point the themes circle around and how this might affect the Romanies possibilities of getting hired as a Student Aid.

8.1. Being the Right Hiring Material is a Matter of Being the Right Person

After analyzing our material we found that different signs within the themes such as the right person for the job and the right competence like flawless Swedish, personal and educational skills, were bound to a nodal point which permeated the entire result. The nodal point was the word right. The word right itself does not contain a lot of meaning but as signs and themes are bound to it it becomes meaningful. The word right can also be related to the word wrong where signs such as the wrong education and wrong language skills might prevent the Romanies from being hired. The matter of right and wrong is therefore also a matter of power of inclusion of the right person in the discourse and power of exclusion of the wrong person from the same discourse.

The principals statements reveal that finding the right person for the job, whom will fit their organization is of much importance. The process of finding this right person can be connected to the view of selecting someone with the right personal qualifications; as a matter exclusively for the heart. It therefore becomes important to have the right culturally hinged social competence in order to fit in with the existing work-force. As presented in the result the lack of examples when defining social competence and how to fit in, might lead to the cultural branding of the term social competence and could thereby exclude groups with other ethnic backgrounds such as the Romanies. Even though culture can possibly be an excluding factor it may also be an including factor as the Romany is regarded as important in relation to their culturally specific competence, they are desirable as a complement to the existing workforce.

When applying for a job where you interact with students, the right candidate must also master the Swedish languages. This can be problematic for the Romanies as the statements made by the principals presumes that the majority of the Romany lack this skill and thereby the Romany might become the wrong person for the job. Another factor important to have when you apply for a job as a Student Aid at the school, is possessing the right pedagogic education. This might prove problematic as the principals statements describe an image of the
Student Aids as a thing of the past. In combination with higher educational demands Student Aids of today renders that Student Aids overall does not fit the demand-profile and are thereby possibly are excluded from the discourse and from being regarded as the right hiring material.

The statements present an overall positive image of ethnic diversity as it is enriching to mix different people in the work-force as they contribute to a broader variety of ideas and influences within the schools. This positive image contribute to the notion of a right person for the job as a person contributing with its culture and the socially constructed skills connected with it. As well as regarding diversity as a positive phenomenon the statements regarding the Romany also show an awareness of the prejudices towards Romany and their current situation. This awareness leads us to believe that when it comes to the image of a Romany, a change might be on its way. Despite these positive notions of the Romany, they as a group still face the fact that they are seen as carriers of a cultural competence which is in turn viewed as a complement, more so than Swedish Student Aids. This conclusion is based on the fact that when Romany students are verbally out of the picture, so is the Romany Student Aid. In addition the idea that they do not speak flawless Swedish might prove an obstacle in the hiring process. The Romany also face, according to the statements, the prejudices from the principals’ colleagues which leads to the conclusion that Romanies are mostly considered the wrong person for the job. Even though we found the statements to present a rather fixed image of the Romany, we want to emphasis the alternative image also expressed by a few principals. This image could be labled as an awareness of the inequitable circumstances facing the Romanies. Another factor which might be altering the discourse is the ambition, however slight, to separate culture from person. Based on these alternative images we ask ourselves: is there a slight chance that the view regarding the Romany might be about to change and will the Romany soon be defined as the right person for the job?

8.2. Proposals for Further Research

We have studied the talk of eight principals in the city of Stockholm in order to investigate a part of the discourse regarding recruitment and diversity with a focus on the Romanies. To further contribute to this area of research we suggest that other parts of the discourse are explored such as legal documents, newspapers, interviewing city officials, observing non-verbal language etcetera in order to get a broader understanding of the discourse in question. Another interesting aspect brought forth in this thesis is the statement regarding speaking flawless Swedish as a matter taken for granted. We believe that studying this aspect and further investigate its possible practical implications might be a fruitful research project.
9. Critical Reflection

Our ambition to be self-reflecting is the focal point of this critical reflection. This ambition is especially important when conducting a discourse analysis as our thesis can be seen as a part of the investigated discourse and hence we describe and create knowledge simultaneously.

9.1. Generalisations Regarding the Romany and the Majority Society

In this thesis generalizations regarding the Romany and the principals as representatives of different groups in a particular discourse, has been made. We are aware that the groups contain heterogeneity but in order to draw conclusions from our results we chose to see the groups as objects holding certain positions within the discourse. The benefits of doing so has been that the aspects of power regarding inclusion and exclusion, show themselves which we hope might prove beneficial to the individuals within the groups.

9.2. Ethical Demands and Information

As previously presented in the chapter Ethical Considerations our stand point is that the situation gives a framework for what piece of information is to be presented. In this case the framework was the general purpose of the thesis and therefore some pieces of information, however vital on their own, were left out for the greater good of the essay. On one hand it is vital to respect the need to inform the individual of the purpose of the study, and on the other hand it is vital to make sure that the provided information does not undermine the study. In order to study the discourse on recruitment, diversity and Romany we chose not to disclose the aspect concerning the Romany. The intent was not to mislead or hurt the principal’s as the individuals in this study (Bryman, 2002). The principals are regarded as a component of a bigger system; a discourse and mainly an instrument for the statements and the language to pass through. The individual becomes a medium for the culture and the given culture’s language. (Philips & Winther Jørgensen, 2002) The choice not to disclose the aspects concerning the Romany was motivated by the aspiration to receive a frank answer, not on forehand conceptualized by the principals. This stand-point regarding non-disclosure of information in combination with the question techniques used, we believe has been fruitful. We feel that we have received honest answers and managed not to diminish the individual principal.
9.3. Conducting the Interviews

We chose to use semi-structured interviews when collecting our data based on two major assumptions regarding its benefits. The first benefit, relevant to all interviewing techniques, was that the method was relevant in relation to exploring statements and conducting a discourse analysis (Bryman, 2002). The second benefit, when using semi-structured interviews, was that the respondent has the freedom to express themselves relatively freely when answering the questions, but not to the point where the possibility of controlling the interview was lost. The interview-guide contained a mix of question techniques which aimed to bring forth thick descriptions. We did not succeed in receiving thick descriptions at all times as the principals sometimes were unable to give an example. Even though we lacked some thick descriptions the use of questions such as what a theme is not, has helped us to see contradictions and the boarders of the discourse more easily. A possible critique against the question regarding whom to hire when the class contains both Romany and Swedish student is that we already from the start verbally divided the Student Aid into two categories which could have effected our result. We did not in anyway encourage what meanings should be ascribed to these themes and the principals had the option, as one did, to disclaim this separation.

9.4. Method of Analysis

We found two main theories inspiring us when analyzing; the first one being the discourse theory and the second one being the critical discourse theory. The essential difference between the two is that the first theory where everything is regarded as a discourse derives from Foucault and further contributed to by Laclau & Mouffes. The second theory where discourse is separate from social institutions (or reality) also derives from Foucault but further contributed to by Fairclough, Van Dijk and Hornscheidt. Critical discourse analysis not only looks at the discourse inclusive and exclusive power but also puts this in relation to other social constructions, or as we interpret it the world out there. The critical theories’ focus on this relationship between language and reality employs the use of statistics and a comparison between what people say and reality. What kind of consequences does misconceptions about different groups lead to? As we wanted to focus on the statements and not compare them to “reality”, but merely on the statements and their possible social consequences; we chose to be inspired by Laclau and Mouffes.

A possible critique of the way we conducted our analysis could be that we chose to keep the major themes already defined by us in the interview guide. According to the discourse analysis themes should be something found in the empirical material, not by forehand created by scientist. We do not see this as a
major problem as we wanted to investigate the discourse of recruitment and diversity and it was a conscious choice made by us to define these themes. The main critique against pre-determined themes might be that the principals are not free to fill the themes with meaning. However the principals in some instances presented diverse meanings in the relation to the themes for example under the chapter “Recruitment”.

9.5. Credibility and Conformability

A possible critique towards the credibility and conformability of this study is how we can investigate common-sense knowledge in our respondents statements when we as Human Resource Students might be considered a part of the discourse ourselves and not be an objective observer. (Philips & Winther, 2002) We tried to meet the demands of credibility and confirmability in this study by interviewing separately and by conducting several and separate read throughs of the material. This was done in order to not be influenced by eachother and getting a deeper understanding of the collected material. We do not think that it is possible to be strictly objective as we are people with our own believes and views on knowledge. But it is important to be aware of these believes and try to set our personal opinions aside and follow the perspective chosen, in this case discourse theory. If we succeeded to be credible and preserve conformability is up to the reader and the society to decide.
10. Conclusion

The anatomy of the discourse regarding recruitment and diversity is made up in a way where signs such as education, language and social competence is connected to the nodal point right. Finding a suitable employee is a matter of defining the right or wrong person for the job. The power of inclusion and exclusion presents itself in statements made by the principals where possessing the wrong education, language skills and social competence might lead to the exclusion of a particular job applicant. The Romanies could to some extent be said to be viewed as possessing the wrong social competence, education and language skills and thereby could have a difficult time acquiring a position as a Student Aid in the schools. Despite this idea of the Romany, possessing the wrong qualifications, there might be an opening in the border of the discourse regarding being the right or wrong person for the job. We base this assumption on the statements presenting an alternative image of the Romanies where culture and person have started to unhook from each other and an awareness regarding the prejudice against the Romany is budding.
11. References

11.1. Printed Sources


11.2. Government Documents


11.3. Internet Sources


12. Appendix

12.1. Appendix 1: the Interview-guide

Question 1: What does Recruitment mean to you?

Question 2: What kind of expectations would you have on a person you were looking at hiring?

Question 3: If you would have to rank these expectations from most important to least important in order to contain the job, how would you rank them?

Question 4: How do you think your colleagues at other schools would rank these expectations?

Question 5: What is not recruitment to you?

Question 6: What is ethnic diversity to you?

Question 7: What is not ethnic diversity to you?

Question 8: In what way do you think ethnic diversity would affect your school?

Question 9: I am now going to ask you to imagine a situation where a colleague of yours would have to recruit a Student Aid for a class where 50 % of the children were born by Swedish parents and 50 % were born by parents of Romany decent. What possible gains and losses would you expect when hiring either Swedish or a Romany Student Aid?

Question 10: If faced with the decision to hire either the Swede or the Romany, which person do you think your colleague would choose?

Question 11: What do you think about when you hear the word Romany?

Question 12: This image that you just described would you imagine that this person would be hired by a colleague of yours?

Question 13: What do you not think about when you hear the word Romany?
12.2. Appendix 2: The Cover Letter

Intervjuerna kommer att användas vid författandet av kandidatuppsats på Personal- och arbetsvetenskapliga programmet vid Linköpings Universitet.

Denna studie kommer att undersöka rektorers syn på mångfald i rekryteringsprocessen på skolor i Stockholms stad. Du har blivit kontaktad då du arbetar som rektor alt. biträdande rektor i denna region.

Syftet med studien är vetenskapligt då vi önskar att utöka kunskapsbasen och bidra till forskningen kring rekrytering ur ett mångfaldsperspektiv. Svaren kommer endast att användas i ett icke-kommersiellt vetenskapligt syfte.


Du kommer att ha möjlighet att ta del av den färdiga kandidatuppsatsen via länk till Linköpings universitets hemsida.

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Namnförtydligande

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Ort och datum